



Granard Middle

815 W. Rutledge Ave.
Gaffney, SC 29341

Grades	6-8 Middle School	
Enrollment	499 Students	
Principal	Mrs. Shirley Sealy	864-489-6833
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

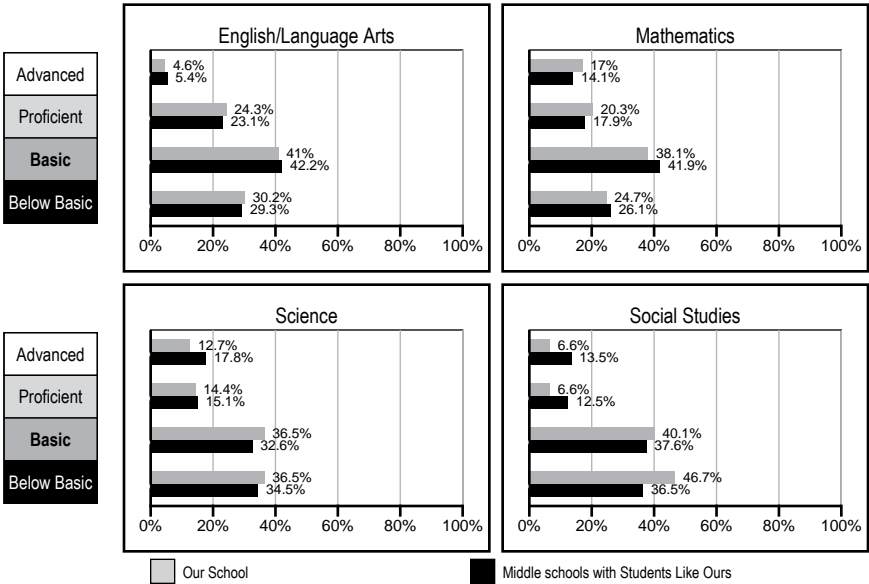
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	28	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.6
English 1	0	97.6
Physical Science	0	48.7
All Subjects	100.0	97.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=499)				
Students enrolled in high school credit courses (grades 7 & 8)	32.4%	Up from 27.5%	23.3%	19.4%
Retention rate	1.8%	Down from 2.0%	1.6%	1.8%
Attendance rate	96.1%	Up from 94.1%	95.9%	95.8%
Eligible for gifted and talented	23.0%	Down from 24.4%	17.8%	15.3%
With disabilities other than speech	8.2%	Up from 7.1%	14.2%	12.9%
Older than usual for grade	1.6%	Up from 1.4%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.5%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	68.4%	Up from 64.1%	54.2%	55.0%
Continuing contract teachers	92.1%	Down from 94.9%	74.1%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.4%	5.4%
Teachers returning from previous year	94.3%	Up from 92.5%	85.0%	83.4%
Teacher attendance rate	91.2%	Down from 94.9%	95.0%	94.9%
Average teacher salary	\$46,763	Up 7.0%	\$44,220	\$44,706
Professional development days/teacher	9.0 days	Down from 11.5 days	11.3 days	11.8 days
School				
Principal's years at school	1.0	Down from 6.0	3.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.6 to 1	20.7 to 1	20.1 to 1
Prime instructional time	85.1%	Down from 85.7%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	80.1%	Down from 82.7%	97.8%	98.0%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil*	\$7,191	Up 11.8%	\$7,158	\$7,097
Percent of expenditures for instruction*	64.1%	Up from 63.7%	62.2%	64.4%
Percent of expenditures for teacher salaries*	60.5%	Down from 62.6%	59.2%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

In partnership with our families and community, Granard Middle School's vision is to provide a safe, supportive environment, so that all of our learners become educated, productive citizens. We have strived to create an environment where students feel respected and cared for by teachers and staff and to present a clean and inviting facility. Parental involvement is welcomed and encouraged. We believe that improvement in these areas has continued to enhance the community's perception of Granard Middle School.

Our school currently houses grades 6-8, with a student body population of 491 that is 67% Caucasian, 30% African-American, 2% Hispanic, and 1% Asian Pacific. 2% of our students are disabled and are served in our MDII and Autism classes; another 3% are Limited English Proficient and receive ESOL support services. The majority of our students come from relatively low socioeconomic backgrounds; 71.9% of them receive free or reduced lunch. We have a staff of 70 that includes 42 certified personnel.

We are continuing to emphasize several major goals that include: connecting with all students, developing and implementing strategies to strengthen our relationship with our community stakeholders, implementing research-based programs to improve student achievement, using performance and climate data to drive instructional decisions and programs, and providing sustained professional development related to meeting the needs of all students.

Additionally, we have implemented or are sustaining the following programs: Compass / Odyssey computer lab programs for remediation / enrichment in language arts and math, career counseling and advisement for all students, character education for all sixth-graders, extended-day programs to provide homework assistance and academic remediation, student intramurals, an expanded fine arts programs, and increased technology integration and teacher-training for technology.

Mrs. Shirley Sealy, Principal
Mrs. Daceka Copeland, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	159	138
Percent satisfied with learning environment	96.9%	77.4%	79.3%
Percent satisfied with social and physical environment	96.8%	81.1%	76.3%
Percent satisfied with school-home relations	80.0%	83.6%	77.2%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.7%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	487	100	29.7	41.7	23.9	4.7	40	43.2	48.2	No	Yes
Gender											
Male	262	100	36	46.2	16.6	1.2	31.2	36.1	41.7	N/A	N/A
Female	225	100	22.3	36.3	32.6	8.8	50.2	50.4	55	N/A	N/A
Racial/Ethnic Group											
White	334	100	24.9	41.4	27.1	6.5	45.2	50.3	60	Yes	Yes
African American	131	100	39.7	40.5	19	0.8	29.4	27.6	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
Hispanic	17	100	43.8	56.3	0	0	12.5	18.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	36	100	54.3	40	2.9	2.9	22.9	13.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	35.3	58.8	5.9	0	23.5	21.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	277	100	40.6	42.1	15.7	1.5	26.1	31.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	487	100	26.9	41.2	20.3	11.5	44	43.8	45.8	Yes	Yes
Gender											
Male	262	100	26.5	45.5	17.8	10.3	39.9	43.1	45.6	N/A	N/A
Female	225	100	27.4	36.3	23.3	13	48.8	44.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	334	100	24.3	39.9	21.8	14	50.5	51.6	59	Yes	Yes
African American	131	100	34.1	42.9	17.5	5.6	28.6	25.3	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
Hispanic	17	100	18.8	62.5	12.5	6.3	31.3	26.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	36	100	51.4	34.3	14.3	0	17.1	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	17.6	52.9	17.6	11.8	41.2	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	277	100	37.5	41	15.7	5.7	29.1	31.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	319	100	36.2	36.8	14.1	12.8	27	26.4	35.7	96.1	96.2
Gender											
Male	171	100	40.4	33.7	16.3	9.6	25.9	27.3	37.4	95.9	96.2
Female	148	100	31.2	40.6	11.6	16.7	28.3	25.5	33.8	96.4	96.3
Racial/Ethnic Group											
White	223	100	29.7	36.3	17	17	34	33.3	49.2	95.6	96
African American	84	100	48.8	40	7.5	3.8	11.3	10.6	17	97.4	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98	97
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	11	24.9	97.4	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	85.6	96.3
Disability Status											
Disabled	26	100	52	40	0	8	8	12	14	95.2	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	10.1	24.4	97.6	97.4
Socio-Economic Status											
Subsidized meals	179	100	50.3	35.9	8.4	5.4	13.8	17	21.1	95.5	95.8

Social Studies

All Students	320	100	46	40.8	6.5	6.8	13.3	20.5	34	96.1	96.2
Gender											
Male	173	100	45.8	44	5.4	4.8	10.2	21.9	36.6	95.9	96.2
Female	147	100	46.2	37.1	7.7	9.1	16.8	19	31.3	96.4	96.3
Racial/Ethnic Group											
White	210	100	41.9	42.9	7.4	7.9	15.3	24.9	44.5	95.6	96
African American	94	100	54.9	35.2	4.4	5.5	9.9	9.8	19.1	97.4	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	98	97
Hispanic	12	100	54.5	45.5	0	0	0	10	27.5	97.4	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	85.6	96.3
Disability Status											
Disabled	23	100	69.6	26.1	0	4.3	4.3	10.2	14.4	95.2	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	42.9	50	7.1	0	7.1	12.4	27.3	97.6	97.4
Socio-Economic Status											
Subsidized meals	185	100	52.3	40.3	4	3.4	7.4	12.7	21	95.5	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	147	99.3	36.4	36.4	21.4	5.7	27.1
	7	180	100	33	38.6	22.2	6.3	28.4
	8	163	99.4	33.8	42.9	20.8	2.6	23.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	154	100	32.9	36.3	25.3	5.5	30.8
	7	151	100	25.7	47.2	25.7	1.4	27.1
	8	182	100	30.3	41.6	21.3	6.7	28.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	147	99.3	23.6	33.6	30.7	12.1	42.9
	7	180	100	22.2	46.6	15.9	15.3	31.3
	8	163	99.4	33.8	47.4	13	5.8	18.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	154	100	28.8	30.1	26	15.1	41.1
	7	151	100	18.8	52.1	17.4	11.8	29.2
	8	182	100	32	41.6	18	8.4	26.4
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	75	100	43.7	33.8	18.3	4.2	22.5
	7	180	100	39.4	28	14.9	17.7	32.6
	8	81	100	39	40.3	15.6	5.2	20.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	78	100	54.2	25	6.9	13.9	20.8
	7	151	100	28.5	41.7	18.1	11.8	29.9
	8	90	100	34.1	38.6	13.6	13.6	27.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	73	98.6	41.2	45.6	8.8	4.4	13.2
	7	180	100	46.9	34.3	11.4	7.4	18.9
	8	82	100	44.6	50	2.7	2.7	5.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	77	100	46.7	44	5.3	4	9.3
	7	151	100	52.8	30.6	8.3	8.3	16.7
	8	92	100	34.4	54.4	4.4	6.7	11.1

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